Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self-efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Skills for School Success Students will review basic learning skills by making a book and singing *The Learning Song*	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What does success look like?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will create a *Learning Book* depicting five skills for learning.		AD.6.A.0K: Identify the skills needed to be a successful learner.		RF.K.2 RF.K.3	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will learn and sing *The Learning Song*.		AD.6.A.0K.		RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will create a *Learning Book* depicting five skills for learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture ___x__ Explicit Teaching (Ls. 1) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __x___ Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___x___ Learning Activity Packages (Ls. 1, 2) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/